Chapter Three

Methodology

This chapter discusses the method used by the researcher in examining teachers' perception on dealing with students' misbehavior in elementary school. This chapter consists of some parts. The first is research design. In research design, the researcher explains the research methodology used in this research. The second part is research setting. In this part, the researcher discusses where and when this research is conducted. The next part is research participant which discusses the participant in this research. The fourth part is instrument of the study which talks about the instrument used in this research to gather the data continued with data collection procedure which talks about the procedure in conducting the research. The last part is data analysis which explains on how the researcher analyzes the data.

Research Design

The aims of this research are to find out the difficulties faced by the teachers in dealing with students' misbehavior and strategies the teachers implement in dealing with them. To get in-depth results, the researcher adopted a qualitative research. Qualitative research facilitates the researcher to gain more information. Researcher could be free to ask questions and could ask more in-depth to participants to get the required information. Since this research was going to explore the teachers' perception about their experiences in teaching practice when they face students' misbehavior, qualitative research was best to be used as

the research design. The researcher also explained the results of this study with an in-depth explanation using the form of words. According to Creswell [CITATION Cre12 \n \t \l 1057], the most prominent feature of qualitative research is using words to collect data. The researcher analyzed the words to get deep understanding. According to Creswell (2012), the qualitative researcher is more about analyzing words to gain understanding and classifying them into large meanings of understanding, such us codes, categories, or themes. The qualitative approach also uses a more open approach so that the researcher could get more information from the participant because they would respond more freely to the questions that the researcher ask them. Creswell [CITATION Cre12 \n \t \l 1057] stated that qualitative approaches use more open-ended approaches that ask general-level questions, and the participants can shape the response possibilities. In other ways, qualitative research design also is wordy and descriptive. Therefore, the researcher described the difficulties faced by the teacher in dealing with students' misbehavior and the strategies implemented by the teachers in facing the students' misbehavior.

This research used qualitative descriptive as research design. The design of this study was considered suitable by researcher because it could describe or explain the teachers' difficulties and strategies in teaching students' misbehavior in primary schools. Hence, the explanation of this research would be very detailed, and could be understood easily. Marriam [CITATION Mar98 \n \t \l 1057], remarks that a descriptive study in education is one type that provides or presents a more detailed explanation of a phenomenon under study. In addition,

Marriam [CITATION Mar98 \n \t \l 1057] pointed out that a qualitative descriptive research is used to describe an invention that contains rich descriptions. Therefore, researcher adopted qualitative descriptive research because the researcher wanted the results of this study covered and discussed all the desired goals and all the focus of this research.

Research Setting

The researcher conducted this research in two elementary schools in Yogyakarta. The researcher chose two elementary schools because one elementary school usually has one English teacher. Thus, the researcher decided to choose two different schools. Before the researcher conducted this research in these two elementary schools, the researcher sent four observation permits to see if any students are behaving badly. Finally, the researcher decided to conduct this research in two schools that already have English subjects. The researcher also selected the two schools based on the presence of students' misbehavior. At the time of observation, the researcher asked permission of the English teacher to allow the researcher to join the class. In the class the researcher looks at all the students whether there is classified students' misbehavior. The researcher made an observation guide based on literature that has been written in relation to students' misbehavior characters. At least in the classroom taught by the English teacher there were five to six students belonging to the misbehaved traits. The researcher decided to conduct the research in Yogyakarta because it is accessible. This research was conducted in the middle until the end of December 2017.

In the first elementary school which was observed by the researcher there were five to seven students belonging to the students' misbehavior. The characteristics that often arose from these students were short attention span, tired of the material taught by the teacher, and often seek the attention of the teacher. In the second elementary school, there were about four to six children who had characteristics that lead to students' misbehavior. The characteristics that usually appeared almost the same as the first school, but in this second school they were more energetic and they often annoyed their friend when they were bored. Hence, the observation done by researcher was a strong foundation to find a good teaching strategy for students' misbehavior based on teachers' perceptions.

Research Participants

This research aimed to find out the teachers' perception on dealing with students' misbehavior in elementary school. The researcher selected the participants who had characteristics needed by the researcher. The considerations in choosing the participants were the teachers have been teaching for around five years or more and they teach diverse students including students with misbehavior in elementary school. Therefore, teacher with this criterion would give much information about the difficulties in dealing with students' misbehavior, and they would also provide strategies on how to face students' misbehavior. The researcher confirmed this with previous observation.

In this study, researcher selected two participants. Two participants were set up to enrich the data or information obtained. Basically, there is no regulation about how many participants are considered sufficient to retrieve data in

qualitative research. It actually depends on the purpose of the research because the participants are not chosen randomly. According to Cohen, Manion, and Morrison [CITATION Coh11 \n \t \l 1057], there is no clear rule discussion in terms of determining the number of samples in qualitative research; it is informed by fitness for the purpose.

Regardless of some important things above, interview session was conducted by the researcher in December 2017. The researcher interviewed two participants who have been a teacher in elementary school for more than eight years and it is in accordance with the considerations that have been put by the researcher. The first participant (Nuri) was a female English teacher. She has been teaching for more than eight years. Where she teaches, she is not a class teacher but an extracurricular teacher. She often faced various student characters, including students' misbehavior because she said that she teaches English start from 1st grade until 6th grade.

The second participant (Anjani) was a female English teacher too. She also has been teaching for more than eight years. She has a slightly different experience with the first participant. She started teaching before she graduated from college, and by the time she graduated she has taught at two different schools. Based on her experience proves that she often faced various characters of elementary school students. She also said that she teaches English start from 2nd grade until 6th grade in elementary school. Thus, both of them know well on how to deal with misbehaved students.

Instrument of the Study

To get the data, the researcher used interview as the method to collect the data and interview guideline as the instrument. Interview is one of the methods which can be used in qualitative research design. This method is quite flexible either in the data obtained or the response of the person in the interview. Based on Cohen, Manion, and Morrison (2011), interview is a flexible tool for data collection, the response is also flexible. It can be verbal, nonverbal (body language), spoken, and heard. The researcher used interview because the researcher wanted to get rich data and deeper understanding of this research. The type of interview used by the researcher is standardized open-ended interview. According to Cohen, Manion, and Morrison (2011), standardized open-ended interview is organized with sequence that the researcher can follow. Therefore, after using the type, the researcher felt it was easier to interview the participants. Since this type is neatly arranged so that researcher can follow it. In this case neatly arranged in the intent is in the case of questioning and organized. It has also helped researcher to get enough information to answer existing research questions.

In the construction of schedule items, the researcher used open-ended items. The researcher used open-ended items in order to ease the participants to answer questions. The participants are able to answer every item or question from the researcher freely based on their opinion or experience. There was no limitation for the participants to answer the questions based on their opinion. The researcher did not try to force the participants. The questions or the items provided by the researcher did not force the responses of the participants but it was cultivated to

flow and not force participants to keep participants comfortable in answering the questions.

During the interview the researcher asked several questions related to students' misbehavior in the classroom. The questions were related to the characteristics of students' misbehavior, the difficulties faced by the teachers, and also the strategies in dealing with students' misbehavior. Then, the researcher continued with in-depth questions about the implementation of classroom management done by the teachers. There are ten questions already asked by the researcher. While the time required in the interview is about fifteen to twenty minutes

Data Collection Procedures

In this part, the researcher explains the step to get the information from the participants. This research used interview to collect the data. Before doing the interview, the researcher made interview guideline that provides some questions related to each research question. The researcher interviewed the participants directly. Thus, the researcher contacted the participants through message to make an appointment and it was also to make sure whether they were able to be the participant or not. The researcher let the participants choose the place for the interview in order to make them comfortable in doing the interview. After making the appointment with all participants, the researcher met the participant one by one to do the interview.

At the time of the interview, both of the participants were more flexible in determining the place for the interview. Both participants were more likely to ask

the researcher where the interview could be conducted. Eventually, the first interview session was conducted in the school where the teacher was teaching and the second interview session was done outside the school. It has been in accordance with the agreement of parties, participants and the researcher. They also emphasize that the tendency to meet such students can be every day at the time of teaching English. That is what makes participants understand what difficulties they face and the strategies they use when teaching.

In conducting the interview, the researcher asked all questions in friendly way so that the participants did not feel under pressure. The researcher used Indonesian language so that the participants were not confused in answering every question. Using Indonesian language also allowed the researcher in understanding the information obtained and also facilitated the researcher in processing the data. The researcher also recorded the interview using the audio recorder to keep the data. The time allocation for the interview was around 20 minute or even more.

Data Analysis

After the data was collected, the next step was analyzing the data. The first step done by the researcher was changing the audio results from interview to word data or it was called as transcript data analysis. Thus, the researcher wrote down all the participants' words and it was also used to check whether all the questions had been asked and answered or not. The researcher put all things that the participants mentioned into the transcripts data. The researcher gave the initial name when the researcher put the data into coding and the name of participants mention with the pseudonym in finding and discussion.

After the transcribing of the data completed, the researcher did member checking. According to Cohen, Manion, and Morrison (2011), member checking is a process of giving one or more questions to confirm the response of participants in answering the questions given. In the process of member checking the researcher also confirmed about the interpretation of the researchers whether in accordance with the response of participants.

When the data had been transcribed, the researcher did the next phase. The researcher did the coding to analyze the data. Code is used to give a name or label that the researcher gives to a piece of text that contains an idea or information. According to Gibbs (2007), code is given to give the label for the text that says the same thing or is about the same thing that enables the researcher to identify similar information. There are some sequences in coding. The steps are open coding, analytical coding, axial coding, and the last is selective coding.

In open coding, the researcher generates the categories. The researcher gives the categories based on what kind of information is needed. Categories created by researcher such as "difficulty in dealing with students' misbehavior" or "teacher strategies in dealing with students' misbehavior". An open coding is simply a new label that the researcher attaches to the piece of the text to categories piece of text (Strauss and Corbin, 1990). The code or the label name might derive from the researcher's own creation or it may derive from the word used in the text that has been transcribed. According to Cohen, Manion, and Morrison (2011), for the open coding, it can be performed on a line-by-line, phrase-by-phrase, sentence-by-sentence, paragraph-by-paragraph or unit-of text-by unit-of-text

basis. The researcher used sentence-by-sentence and paragraph-by-paragraph to make the researcher easy to analyze the transcripts data. Open coding is usually the earliest step that the researcher do, the initial form of coding undertaken by the researcher.

The next step was doing analytical coding. In doing analytical coding the researcher gave more explanation about the data and analytic meaning to a group of descriptive codes. According to Cohen, Manion, & Morrison [CITATION Coh111 \n \t \l 1057], analytic coding might derive from the theme or topic of the research. The researcher broke down the information into smaller point or unit. The researcher listed the data or the text that was transcribed to the same categories that the researcher made in open coding. Then, the researcher put frequencies in which items were mentioned.

The next step was doing axial coding. The researcher did the little bit similar thing like in analytic coding. Based on Strauss and Corbin (1990) axial coding is that set of procedures that the researcher follows, where by the data that were originally segmented into a small unit of fractions of a whole text were recombined in new ways following open coding. The researcher identified the similarities of the idea. After the researcher found the similarities, the researcher moved to the next step that is selective coding. Selective coding and axial coding have little bit similarities. Both of them identify the similarities of the idea which has been analyzed in open and analytical coding, but the differences are that at the level of abstraction is greater than the axial coding and also the selective coding integrates the idea to form a theory or equate the existing theory in the review

literature. Therefore, selective coding requires a deep understanding. According

to Cohen, Manion, and Morrison (2011), selective coding identifies the core

categories of test data and integrates them to form a theory. In selective coding,

the researcher found the result of the research.